**ILM LEVEL 3 UNITS IN COACHING ACCREDITATION DOCUMENT**

**[name of customer programme]**

**Advice for Centre Managers and Course Organisers**

ILM is looking for *equivalence* of the standard of the Level 3 assessment activities, given the context - specific nature of the learning, development and subsequent evidence provided by the learners.

This document provides evidences of learner summative assessments/s aligned with the ILM assessment criteria. It also assists internal and external verifiers in the undertaking of their verification activities.

In the column entitled *Learning Strategies* the programme delivery of guided learning activities are referenced. In the column entitled *Assessment Evidence, all specific assessments* that each learnerwill complete are documented.

It is likely that a range of assessment activities will be included and evidence spread across learning outcomes and assessment criteria.

**Advice for the Quality and Compliance Manager (QCM) and External Verifier (EV).**

Pay particular attention to the summative assessment activities which have been aligned in this document, these should be centre- assessed using appropriate centre recording documentation or ILM mark sheets.

Please note that every assessment for every learner should be *available* to the E.V. as requested. The exception being those centres with Direct Claims Status.

*\*For Dual Accredited programmes, the E.V. should have sight of the University Academic Board’s exam pass list, to ensure that there is a match between the completion of the correct university modules and the ILM units claimed.*

**[name of customer programme]**

**Introduction**

[Overview of customer programme/ mode of delivery etc.]

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| **Rules of Combination** |
| **Award: all credits L3: YES/NO/N/A** | **Certificate: YES/NO/N/A** | **Diploma NO/N/A** |
| 10 credits * One hour induction
* At least two hours of tutorial support
* Three mandatory units 300,301,303)

**StorageX/G/ilmcurrent/qualitypractice/mapping/** | 13 credits * One hour induction
* At least two hours of tutorial support
* Three mandatory units (300,302,303)
 | No Diploma  |

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| **Customer Programme Title** |  | **Assessment Manager /QA** **Alignment Consultant**  |
| **ILM Qualification** | **ILM Level 3**  | **Quality and Compliance Manager (QCM)** **Business Development Manager (BDM** |
|  | **Summary**  | **Coverage** | **Comments** | **Title of Assessment for External Verification** |
| Ref | Unit Title | Credit Value | None | Partial | Full |   |   |
| 8577-300 | Understanding good practice in workplace coaching  | 3 |  |  |  |  |  |
| 8577-301 | Undertaking Coaching in the Workplace  | 4 |  |  |  |  |  |
| 8577-302 | Undertaking an Extended Period of Coaching in the Workplace  | 7 |  |  |  |  |  |
| 8577-303 | Reflecting on workplace Coaching Skills  | 3 |  |  |  |  |  |

**ILM Accreditation Document – Understanding Good Practice in Workplace Coaching**

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| **Unit No: 8577-300** | **Understanding Good Practice in Workplace Coaching 3 credits**  |
| **Learning Outcomes** | **Assessment Criteria** | **Learning Strategies** | **Assessment Evidence**  |
| 1 | Understand the context for effective workplace coaching  | 1.1 | Describe and define the purpose of workplace coaching |  |  |
| 1.2 | Explain the role and responsibilities of an effective workplace coach |  |  |
| 1.3 | Describe the behaviours and characteristics of an effective workplace coach |  |  |
| 1.4  | Explain how coaches should contract and manage confidentiality to coach ethically |  |  |
| 2 | Understand the process and content of effective workplace coaching  | 2.1 | Explain how to manage a coaching process agreeing goals and following a simple coaching model |  |  |
| 2.2 | Explain the range of tools and techniques (including diagnostic tools and those exploring learning preferences) that can be used to support effective coaching |  |  |
|  |  | 2.3 | Explain why it is important to maintain basic records of coaching activity and what these should contain |  |  |
|  |  | 2.4 | Recognise any potential barriers to coaching in the workplace and explain suitable strategies to overcome these barriers |  |  |

**ILM Accreditation Document – Undertaking Coaching in the Workplace**

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| **Unit No: 8577-301** | **Undertaking Coaching in the Workplace** **4 credits**  |  |
| **Learning Outcomes** | **Assessment Criteria** | **Learning Strategies** | **Assessment Evidence** |
| 1 | Be able to plan and organise workplace coaching sessions | 1.1 | Prepare and plan the coaching sessions  |  |  |
| 1.2 | Contract the scope and content of the coaching sessions  |  |  |
| 1.3 | Agree learning goals for the workplace coaching sessions  |  |  |
| 2 | Be able to undertake at least six hours effective workplace coaching activity  | 2.1 | Use diagnostic and assessment tools to effectively coach in the workplace  |  |  |
| 2.2 | Demonstrate coaching techniques of questioning and listening to effectively coach in the workplace  |  |  |
|  | 2.3 | Coach one or more individuals in the workplace for at least six hours  |  |  |
|  | 2.4 | Keep appropriate records of workplace coaching activity including progress towards goals and impact on role |  |  |
| 3 | Be able to summarise and analyse a period of formal coaching within the workplace using stakeholder feedback | 3.1 | Collect feedback from coaching client(s) and show evidence within coaching diary |  |  |
| 3.2 | Reflect upon and review own workplace coaching activity  |  |  |
| 3.3 | Identify areas for improvement |  |  |

**ILM Accreditation Document – Undertaking an Extended period of Coaching in the Workplace**

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| **Unit No: 8577-302** | **Undertaking an Extended period of Coaching in the Workplace 7 credits** |  |
| **Learning Outcomes** | **Assessment Criteria** | **Learning Strategies** | **Assessment Evidence** |
| 1 | Be able to plan and organise workplace coaching sessions | 1.1 | Prepare and plan the coaching sessions for a minimum of three candidates  |   |  |
| 1.2 | Contract the scope and content of the coaching sessions  |  |  |
| 1.3 | Agree learning goals for the workplace coaching sessions  |  |  |
| 2 | Be able to undertake at least thirty six hours effective workplace coaching activity  | 2.1 | Use diagnostic and assessment tools to effectively coach in the workplace  |  |  |
| 2.2 | Demonstrate coaching techniques of questioning and listening to effectively coach in the workplace  |  |  |
|  | 2.3 | Coach three or more individuals in the workplace for at least thirty six hours  |  |  |
|  | 2.4 | Keep appropriate records of workplace coaching activity including progress towards goals and impact on role |  |  |
| 3 | Be able to collect feedback from coaching clients on own performance as a workplace coach  | 3.1 | Collect feedback from coaching client(s) and provide evidence within diary |  |  |
| 3.2 | Reflect and assess the effectiveness of different coaching programmes  |  |  |
| 3.3 | Review own workplace coaching performance making links to the different coaching relationships, activity and challenges  |  |  |
| 4 | Know how to use tutorial supervision to develop and improve own coaching practice and to plan own continuing development as a workplace coach  | 4.1 | Review at least thirty six hours of workplace coaching practice with coaching tutor / supervisor and reflect on own coaching performance  |  |  |
|  | 4.2  | Plan continuing personal development in coaching practice and performance in the workplace |  |  |

**ILM Accreditation Document –Reflecting on Workplace Coaching skills**

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| **Unit No: 8577-303** | **Reflecting on Workplace Coaching skills****3 Credits**  |  |
| **Learning Outcomes** | **Assessment Criteria** | **Learning Strategies**  | **Assessment Evidence** |
| 1 | Be able to assess own abilities and characteristics as a workplace coach  | 1.1 | Conduct a reflective but evidenced analysis of your coaching practice |  |  |
| 1.2 | Identify strengths and weaknesses in your knowledge, skills and behaviour as a coach based on your reflective analysis  |  |  |
| 2 |  Be able reflect on own communication and interpersonal skills when coaching | 2.1 | Reflect on your use of questioning and listening and communication strategies when coaching  |  |  |
| 2.2 | Assess the effectiveness of the feedback given to coachee(s) on performance |  |  |
| 3 | Be able to summarise coaching reflections and plan for future development needs | 3.1 | Reflect on your use of questioning and listening and communication strategies when coaching  |  |  |
| 3.2 | Assess the effectiveness of the feedback given to coachee(s) on performance |  |  |